Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Events in local history can be shown on timelines organized by years, decades and centuries.***

Content Elaborations

Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order (in order of time of occurrence) by placing these events in sequential order on a timeline.

Expectations for Learning

Place events accurately on a timeline organized by years, decades and centuries.

Instructional Strategies

Create a timeline from establishment of the local community to present. Allow space for specific events in each decade. Students can describe and illustrate each event on the timeline.

Insert an event or date from local history into proper position on an interactive whiteboard timeline.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Group students into cooperative learning groups.

Allow students to choose from a variety of assessment formats.

Instructional Resources

Doing History: Investigating With Children in Elementary and Middle Schools by Linda S. Levstik & Keith C. Barton. This book includes information on the sociocultural context of teaching history and building communities of historical inquiry.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***2. Primary sources, such as artifacts, maps and photographs, can be used to show change over time.***

Content Elaborations

Primary sources are first introduced to students in grade three. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. At this level, students learn to locate and use primary sources like artifacts, maps and photographs.

An artifact is a material object of a culture such as a tool, an article of clothing or a prepared food.

As students examine artifacts, maps and photographs from the local community, they begin to understand the concept of change over time.

Change may be observed in:

- Businesses;
- Architecture;
- Physical features;
- Employment;
- Education;
- Transportation;
- Technology;
- Religion; and
- Recreation.

Instructional Strategies

Students evaluate photos, artifacts and maps from the local community that illustrate change over time. The teacher can use/create artifact baskets or bins with pictures, articles, etc., related to particular topics (e.g., Native Americans, pioneers, Amish communities). Have students identify and describe the changes with regard to various characteristics of the local community listed in the content elaborations.

Students use artifacts, maps and photographs to write and illustrate a *Then and Now Book* related to specific topics (e.g., 1800s classroom, grocery items, housing, jobs).

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Museum Box
http://museumbox.e2bn.org/
This website allows users to create collections of artifacts including text, pictures, audio, video, files and links. To save collections, teachers will need to register with the site.

The Ohio Historical Society Archives/Library
http://www.ohiohistory.org/resource/archlib/index.html
The Ohio Historical Society collects, preserves and makes available to the public written and graphic information concerning Ohio's history. It is the designated repository for state government records of enduring historical value.

Grade Three

Expectations for Learning	Connections
Use artifacts, maps and photographs to evaluate change in the local community.	Connect with Economics Content Statement 14 and History Content Statement 3, regarding change over time. Connections can be made to the Technology Academic Content Standards, Technology and Communication Standard, Benchmark B, through student use of graphics and text in designing a slideshow presentation about change over time.
Essential Questions	

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***3. Local communities change over time.***

Content Elaborations

As students examine primary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government.

Characteristics for analysis include architecture, business, physical features, employment, education, transportation, technology, religion and recreation.

Expectations for Learning

Research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.

Instructional Strategies

Students interview grandparents or older residents of the local community to learn about how life has changed over time. If resources are available, students can video or audiotape their interviews and present to the class.

Students research information on a specific period in the past and assume the role of a community member during that time to complete a RAFT activity. For example:

Role	Audience	Format	Topic
1800s Farmer	Family in Germany	Letter	Farming in Ohio

Other roles from this time period might include a homemaker, local businessperson, schoolteacher, Moravian missionary or young child.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

America on the Move: Where's everyone going?
http://americanhistory.si.edu/onthemove/games/game1/game1.html
This Smithsonian site provides information on changes in transportation over time.

	Connections Connect to Geography Content Statement 6, regarding human modifications to the environment in the local community, and History Content Statement 2, regarding primary sources and change over time in the local community. Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark B, regarding the idea that technology affects the environment in positive and/or negative ways.
Essential Questions	

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.***

Content Elaborations

Political maps show boundaries, towns and other human features while physical maps show physical features like elevation or landforms.

Third-grade students can find the cardinal directions (NSEW) on a map. Intermediate directions (NE, NW, SE and SW) are introduced in grade four.

The use of an alphanumeric grid at this level prepares students for latitude and longitude in grade five social studies and graphing skills in mathematics.

Third-grade students can use maps of the local community to find landmarks and other familiar places.

When students say that the park is on the north side of main street, they demonstrate an understanding of relative location. If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location.

Expectations for Learning

Describe characteristics of physical and political maps and identify the purpose for each.

Use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.

Instructional Strategies

Have students draw an alphanumeric grid on the playground and then give them coordinates at which to stand. (This activity can be done indoors, using masking tape on the floor for the grid.)

Use a county map to find familiar streets, landmarks and other features. Have students answer basic questions about location.

After the teacher models the components of physical and political maps, the students design their own island on a map that includes a title, key, alphanumeric grid and cardinal directions.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Use cooperative groupings for work with maps.

Instructional Resources

U.S. Geological Survey Map Adventures
http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/index.html
This site provides seven different lessons, appropriate for grades K-3. Students learn basic concepts for visualizing objects from different perspectives and they learn how to understand land-use maps.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***5. Daily life is influenced by the agriculture, industry and natural resources in different communities.***

Content Elaborations

Artifacts (material objects of a culture such as a tool, an article of clothing or a prepared food) and photographs can be used to help students understand life in the local community. Students examine artifacts and photographs from the past and present, and places far and near to make inferences about the influence of agriculture, industry and natural resources on daily life.

Expectations for Learning

Evaluate the influence of agriculture, industry and natural resources on daily life.

Instructional Strategies

Students communicate with pen pals/e-pals in other communities and ask questions about agriculture, industry and natural resources. Students can collect photographs from the pen pals that show daily life in their communities. The teacher guides students to make inferences about the influence of agriculture, industry and natural resources on daily life in these communities.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Create a collage of materials that are found in the local area to help students make inferences about the influence of agriculture, industry, etc.

Instructional Resources

Connections

Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark C, regarding how people have made tools to provide food, make clothing and provide protection.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***6. Evidence of human modification of the environment can be observed in the local community.***

Content Elaborations

As students go about daily activities in the community, they see numerous examples of human changes to the environment.

Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides and pesticides.

Expectations for Learning

Describe examples of human modification to the environment in the local community.

Instructional Strategies

Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to History Content Statement 3, regarding the ways local communities change over time.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***7. Systems of transportation and communication move people, products and ideas from place to place.***

Content Elaborations

Students identify and then describe the systems of transportation used to move people and products from place to place. At this level, have students focus on systems of transportation that are visible in the local community.

Systems of communication also move ideas and products from place to place. At this level, have students focus on systems of communication that are visible in the local community.

Expectations for Learning

Describe systems of transportation used to move people and products from place to place.

Describe systems of communication used to move ideas from place to place.

Instructional Strategies

Investigate systems of transportation in the local community such as wagons, bicycles, canal boats, cars, airplanes, trains, etc. Compare the speed of travel and efficiency then and now.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Lesson Plan: Systems of Transportation and Communication
http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80532573
This ODE Model Lesson can be adapted to Content Statement 7.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***8. Communities may include diverse cultural groups.***

Content Elaborations

A cultural group is a group of people who share one or more unique characteristics such as race, national origin and ethnicity.

Have students explore the cultural practices and products of various groups of people living in the local community, investigating forms of artistic expression, religion, language and food.

Communities are characterized by varying levels of diversity. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four.

Note: Culture is a sensitive topic. Teachers and children should respect and honor diversity among cultural groups.

Expectations for Learning

Compare cultural products and practices of different groups who live in the local community.

Instructional Strategies

Bring in speakers from the different cultures represented in the community to discuss practices and share the products of their culture.

Create a large chart with pictures, words or phrases that depict representative cultures in the community. The children can generate the language used to complete the chart.

Group	*Artistic expression*	*Religion*	*Language*	*Food*
Latino	Music, dance, piñata	Catholic	Spanish	Burritos, tacos

Students will realize that cultures have commonalities.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***9. Members of local communities have social and political responsibilities.***

Content Elaborations

Local community members have social and political responsibilities that are important for preserving our democracy.

Social and political responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting and obeying laws.

An understanding of the social and political responsibilities of citizenship is very important to the concept of the common good (the interest or well-being of the whole community) in Content Statement 10.

Expectations for Learning

Explain the social and political responsibilities of local community members.

Instructional Strategies

To model the voting process for students, create a classroom community where issues are decided by vote.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to Government Content Statement 10 regarding solving problems by promoting the common good.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***10. Individuals make the community a better place by solving problems in a way that promotes the common good.***

Content Elaborations

There are a variety of ways individuals help solve problems to make the community a better place for everyone including:

- Working to preserve the environment;
- Helping the homeless;
- Restoring houses in low-income areas;
- Supporting education;
- Planning community events;
- Starting a business; and
- Understanding differences.

Individuals participate effectively in the community when they exhibit citizenship traits such as:

- Civility;
- Respect for the rights and dignity of each person;
- Volunteerism;
- Compromise;
- Compassion;
- Persistence in achieving goals; and
- Civic-mindedness.

The problem-solving process involves:

- Identifying the problem;
- Gathering information;
- Listing and considering options;
- Considering advantages and disadvantages of options; and
- Choosing and implementing a solution.

Instructional Strategies

Have students model promoting the common good by helping other students in their class or in the lower grades (e.g., tutoring, reading aloud).

Have the children research a problem or issue in the school. Ask students to design and implement a program or strategy to remedy the problem.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to Government Content Statement 9 regarding social and political responsibilities of individuals.

Expectations for Learning Explain how individuals make the community a better place by solving problems in a way that promotes the common good.	
Essential Questions	

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Government***
Topic	***Rules and Laws*** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
Content Statement	***11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.***

Content Elaborations

Laws are rules established by the government authority to describe how people are expected to behave.

Laws provide safety, security and orderliness in the daily life of a community.

Laws apply to both individuals and groups. For example:

- Individuals – each driver is responsible for abiding by the speed limit when driving.
- Groups – a parade permit issued by the government is necessary for a group of people to hold a parade.

There are consequences for not obeying the laws.

Expectations for Learning

Explain how laws affect the behavior of individuals and groups in a community.

Explain the benefits of having laws in a local community.

Instructional Strategies

Draft a classroom contract to establish rules and responsibilities within the classroom. Help students make connections between the rules in the classroom and the need for laws in the local community.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to Government Content Statement 12, which involves the government's authority to make and enforce laws.

Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark D, regarding the responsible use of technology as addressed by the district Acceptable Use Policy.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***12. Governments have authority to make and enforce laws.***

Content Elaborations

Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights. At this level, rights should focus on being safe and secure. Students will examine First Amendment rights in grade 4.

Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).

Governments have the authority to change laws as necessary.

Expectations for Learning

Explain why governments have authority to make and enforce laws.

Instructional Strategies

Invite a local elected official and a law enforcement officer to speak with students. Work with students before their visits to draft questions that relate to the process of making and enforcing laws in the local community and why governments have that authority.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect with Government Content Statement 11, which defines and explains the need for laws.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***13. The structure of local governments may differ from one community to another.***

Content Elaborations

Local governments in Ohio vary according to the way they are structured. At present, Ohio has more than 3,600 separate local government units. There are four types of local government in Ohio: municipal, county, township and special.

Students at this level should be familiar with the organization of their local government and understand that their local government may be unlike that of a nearby city.

Expectations for Learning

Explain the structure of the local government.

Instructional Strategies

Invite local leaders to visit the classroom and talk to students about local government. Students can then email students in other communities or conduct research on the Internet to gather information and compare the way other local governments in Ohio are structured.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

State and Local Government on the Net
http://www.statelocalgov.net/state-oh.cfm
Scroll to the bottom of the landing page for a listing of Ohio county, city and village government websites or use the search box in the upper left corner.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***14. Line graphs are used to show changes in data over time.***

Content Elaborations

Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line.

Since students already are working with timelines in grade 3, they can practice making line graphs with evenly spaced intervals (years, decades, centuries) and accurately plotted data (e.g., constructing a line graph showing changes in production of corn in Ohio from 1900 to the present).

Expectations for Learning

Construct line graphs showing change over time using data related to a specific topic.

Instructional Strategies

Show students a line graph that demonstrates change over time and explain the range or intervals being considered. Have students gather data on business and/or population growth within the local community over a designated period of time. Students work individually or in small groups to create a line graph that reflects the data and change over time.

Each area of change could be studied as a unit. Inquiry may be planned around a unit question (e.g., *How has the population in the local community changed over time? How has that growth affected the community?).*

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to History Content Statement 2 and History Content Statement 3 regarding change over time.

Essential Questions

How has my community changed over time?

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***15. Both positive and negative incentives affect people's choices and behaviors.***

Content Elaborations

Positive economic incentives reward people financially for making certain choices and behaving in a certain way, for example:

- Extra money for raking leaves;
- Free toy with a meal; and
- Allowance for doing chores at home.

Negative economic incentives penalize people financially for making certain choices and behaving in a certain way, for example:

- Late fee for a library book;
- Cost of receiving a speeding ticket; and
- Fine for littering at the park.

Expectations for Learning

Give examples of positive and negative incentives that affect people's choices and behaviors.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Lesson Plan: Incentives Influence Us
http://www.econedlink.org/lessons/index.php?lid=378&type=educator
This lesson from the Council for Economic Education focuses on how people respond predictably to positive incentives (rewards) and negative incentives (penalties). Students identify incentives in their daily lives at home and school. Students will discuss which incentives have worked to influence their decisions and why.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.***

Content Elaborations

Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.

You cannot have more of anything you want without having less of something else you want. Every choice involves a cost, which means giving up the chance to get something else. This is called opportunity cost.

Expectations for Learning

Describe the opportunity cost of an individual economic decision.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Lesson Plan: Toys for Me
http://www.econedlink.org/lessons/index.php?lid=517&type=educator
This lesson plan from the Council for Economic Education introduces the concept of scarcity by illustrating how time is finite and how life involves a series of choices. Specifically, this lesson teaches students about scarcity and choice.

Money Troubles by Bill Cosby (Scholastic, 1998): The irrepressible Little Bill does different jobs and collects cans to earn money to buy a telescope. While collecting cans, he comes across a little boy who also is collecting cans but who looks as if he needs the money more than Little Bill. In the end, Little Bill decides to use the money he has saved to buy food for the school food drive for the poor.

Connections

Connect to Economics Content Statement 19 regarding costs and benefits and Economics Content Statement 20 regarding the use of a budget.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.***

Content Elaborations

Consumers are people who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services.

Producers are people and businesses that use resources to make goods and services. Goods are objects that are capable of satisfying people's wants. Services are actions that are capable of satisfying people's wants.

Expectations for Learning

Identify consumers and producers in the local community.

Instructional Strategies

Have two or three different classes create and make a product (e.g., food, bookmarks). Classes might sell these items during lunch. Each student has the opportunity to be a producer, making their product, and a consumer of a product, through buying items.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Junior Achievement
http://www.ja.org/
Multiple resources are available for grade three, including lesson plans. Search for *producers and consumers*.

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***18. A market is where buyers and sellers exchange goods and services.***

Content Elaborations

Markets involve the interaction of buyers and sellers exchanging goods and services.

The market is the place where people purchase the goods or services that they need from the businesses that sell them.

Expectations for Learning

Describe markets that exist in the local community.

Instructional Strategies

Visit a local marketplace. Ask questions about what the students see happening: *What are buyers and sellers exchanging? Is what is being exchanged a good or a service?* When students return to the classroom, have them design a graphic illustration or a role-play exercise that demonstrates the exchange of goods and services they observed in the local market.

Use an interactive whiteboard to display various pictures of economic markets. Have students talk about what is happening in each scene and identify the goods and services that are exchanged.

Have students portray someone with a role in the local marketplace. Allow students to ask questions to determine whether the individual is a buyer or seller and whether they provide goods or services.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***19. Making decisions involves weighing costs and benefits.***

Content Elaborations

At this level, students need to understand that there are costs and benefits associated with each personal decision.

A cost is the alternative given up as the result of a decision.

A benefit is that which is received as an improvement or advantage as the result of the decision.

This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.

Students also understand that the cost of a decision is not always monetary.

Expectations for Learning

Evaluate the costs and benefits of an individual economic decision.

Instructional Strategies

Diverse Learners

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Instructional Resources

Lesson Plan: Off to Interactive Island
http://www.econedlink.org/lessons/index.php?lid=178&type=educator
This lesson plan from the Council for Economics Education, written for grades K-2, provides an activity to explore the concept of economic decision making that could be adapted for older students. In the lesson, students are given a limited number of tokens and asked to exchange those tokens for goods in preparation for pioneering in a new land. They decide what to leave behind and give reasons for their choices. Finally, they identify the costs and benefits of their choices.

Connections

Connect to Economics Content Statement 16 regarding opportunity cost and economic choice.

Essential Questions

Grade Three

Theme	***Communities: Past and Present, Near and Far***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.***

Content Elaborations

A budget helps individuals take personal responsibility for financial decisions.

A budget is a plan for using income productively, including spending, sharing and setting money aside for future expenses.

Budgeting is important for organizing personal finances and managing cash flow.

Expectations for Learning

Explain how using a budget helps individuals make responsible economic decisions.

Instructional Strategies

Have students plan a budget for a class activity, make decisions about expenditures and break down the cost for each element of the activity.

Diverse Learners

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Instructional Resources

Brainpop
http://www.brainpop.com/socialstudies/economics/
Select *Budgets* for a free video that is relevant to young learners.

Connections

Connect to Economics Content Statement 16 regarding making economic choices.

Essential Questions